

2005 Requests for Initial Proposals (RFIP)

Agency Name: U.S. Environmental Protection Agency, Region 9

Funding Opportunity Name: Indoor Air Quality Tools for Schools Program and Asthma Management Education Programs

Announcement Type: Request for Initial Proposals

Deadline for Submittal of Proposals: April 29, 2005

Overview: U.S. EPA, Region 9, Air Division, Air Toxics, Radiation and Indoor Air Office, is soliciting proposals for the following three priority areas: (1) assisting K-12 schools in achieving implementation of the EPA Indoor Air Quality Tools for Schools Program; (2) providing a School-based Asthma Management Education Program for children in grades 3-5; and (3) and providing a Local, Home-Based Asthma Environmental Education and Management Program. These awards are intended for work in Region 9 which consists of Arizona, California, Nevada, Hawaii, Guam and the Pacific U.S. Territories. This assistance will be awarded through the Clean Air Act Section 103(b)(3).

Catalog of Federal Domestic Assistance Number: CFDA 66.034

Important Dates:

- April 29, 2005 - Proposals must be received by EPA
- Mid-May 2005 - Initial Approvals identified (Successful Applicants Notified)
- June 1, 2005 - Grant Application and Workplan Must be Submitted to EPA
- September 30, 2005 - EPA goal for awarding cooperative agreements (Project begin date)

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2005 REQUEST FOR INITIAL PROPOSALS (RFIP)

United States Environmental Protection Agency, Region 9 Indoor Air Quality Tools for Schools and Asthma Management Education

I - FUNDING OPPORTUNITY DESCRIPTION

A. Overview

1. Scope of the Grant Program

The U.S. Environmental Protection Agency (EPA) Region 9 is soliciting Proposals for cooperative agreements for the implementation of "Indoor Air Quality Tools for Schools," implementation of an Asthma Management Training Program in schools (Grades 3-5), and Community-Based In-Home Asthma Environmental Education and Management. These awards are intended for work in EPA Region 9, which consists of the states and tribes of Arizona, California, Nevada, Hawaii, Guam and Pacific U.S. Territories.

Proposals are due: April 29, 2005.

2. Types of Projects

a. **Indoor Air Quality (IAQ) Tools for Schools:** The IAQ Tools for Schools Program (<http://www.epa.gov/iaq/schools/index.html>) is a voluntary, commonsense, comprehensive program for educating everyone in the school community about the importance of indoor air quality, and how their daily activities may inadvertently contribute to good or poor indoor air quality. Many benefits can be realized at little or no cost to the school district.

The major goal of this work is to reduce school occupants' exposure to indoor air pollution through implementation of the program. This is for projects which lead to implementation of the IAQ Tools for Schools program in K-12 schools / districts. Examples of how this work could be accomplished include, but are not limited to:

Funding to a community-based organization or agency, county or state-wide organization or agency, for work toward implementation of IAQ Tools for Schools in one or more school districts; or

The direct funding of a school district or group of districts to implement or further implement IAQ Tools for Schools in one or more school districts; or

Funding to a college, university, or institute of higher learning for work toward implementation of IAQ Tools for Schools in one or more school districts.

Definition of IAQ Tools for Schools Implementation (All four required): 1. An indoor air coordinator and/or team is designated for the district and/or for each school; 2. An IAQ Management Plan is developed for the district and/or for each school. 3. Checklists are completed by teachers, maintenance staff, administrative and custodial staff and the results are used to assist in IAQ Walk-throughs of each school; 4. Walk throughs are performed for each school; findings are prioritized and corrections are begun -- simple or imperative findings are corrected quickly, more difficult findings are addressed with regard to district resources, other findings are prioritized for long-term consideration.

b. School-based Asthma Management Education: Implementation of a “School Based Asthma Management Education Program” which is [established, documented and evaluated](#), and which provides direct education to children with asthma in Grades 3-5 on asthma management, including identifying and managing indoor asthma triggers.

Program is to be provided in the form in which it was evaluated and shown to be effective.

The number of courses taught and the number of children attending are reported. (If a proprietary program is used, evidence of cooperation and permission by program’s most local proprietor is established.)

c. Local, Home-Based Asthma Environmental Education and Management: Applicant is currently performing community-based (i.e. local) in-home asthma education on indoor environmental triggers, in an asthma education program which integrates indoor environmental trigger education and mitigation approaches in the home into a comprehensive asthma management education program (i.e. medical management and the socio-economics of the target population are addressed. Applicant has demonstrable public health outcomes and results. Project utilizes educational materials and assessment tools which reflect current standards for conducting environmental health or public health education and outreach activities, particularly with respect to low-literacy, low-income, and disproportionately impacted populations. Outreach materials and mitigation methods for environmental tobacco smoke, house dust mites, cockroaches, molds and animal dander are compatible with the guidance contained in EPA’s Asthma Home Environment Checklist, http://www.epa.gov/asthma/images/home_environment_checklist.pdf, and in the findings and recommendations contained the January, 2000 National Academy of Sciences report on asthma, “Clearing the Air: Asthma and Indoor Air Exposures,” <http://books.nap.edu/catalog/9610.html>. Local-home-based asthma environmental education and management program(s) must include face-to-face instruction, with an emphasis on visits inside the home. However, part of EPA funding may be used for face-to-face education outside the home, through clinical visits or community forums. Focus of the EPA-funded components of project is primarily children and their parents/care givers. Funds may in part be used to provide training to in-home asthma educators, but these trainings will not count toward proposal ranking.

d. Los Angeles Unified School District: IAQ Tools for Schools: enhancement and advancement of the IAQ Tools for Schools program at the Los Angeles Unified School District, via internal program coordination by an LAUSD office, division or branch. (Only LAUSD entities can apply.)

3. Statutory Authority and Applicable Regulations

Air Quality grants are awarded under the authority of Section 103(b)(3) of the Clean Air Act & 42 USCA 7403. Grants under the Clean Air Act, Section 103(b)(3) may only be used to conduct and promote the coordination and acceleration of, research, investigations, experiments, demonstrations, surveys, and studies relating to the causes, effects (including health and welfare effects), extent, reduction, prevention and control of air pollution.

4. Environmental Results

Environmental results not only assess the success of an applicant's project, they also gauge the effectiveness of EPA's programs by ensuring that EPA's limited resources are used to further the Agency's Strategic Goals. The Strategic Objective for the Indoor Environments Program is:

Goal 1: Clean Air and Global Climate Change
Objective 1.2: Healthier Indoor Air

Therefore, all proposed projects must demonstrate how they will result in healthier indoor air for a healthier indoor environment. Your initial proposal needs only to provide a *brief* description of how your project's outputs and outcomes will link to the EPA's Strategic Goals. If your proposal is selected for funding, we will provide guidance regarding additional information needed.

Example for your initial proposal:

Environmental Result: Healthier School Indoor Air

Achieved by the Environmental Output: Numbers of schools implementing IAQ Tools for Schools

Which produced the Environmental Outcome: Healthier indoor air due to fewer indoor environmental asthma triggers, improved ventilation, reduction of sources of indoor pollutants

Background

Environmental results are used as a way to gauge a project's performance using output and outcome measures. The term "outcome" means the result, effect or consequence that will occur from carrying out an environmental program or activity that is related to an environmental or programmatic goal or objective. Outcomes may be environmental, behavioral, health-related or programmatic in nature, must be quantitative, and may not necessarily be achievable within an assistance agreement funding period.

The term "output" means an environmental activity, effort, and/or associated work products related to an environmental goal or objective, which will be produced or provided over a period of time or by a specified date. Outputs may be quantitative or qualitative but must be measurable during an assistance agreement funding period. All applicants are required to link their projects to environmental results.

B Optional Overview Information
No Optional Overview Information Provided

II - AWARD INFORMATION

Approximately \$175,000 of federal funds is available for all awards. The awards will be in the form of a Cooperative Agreement, which means that USEPA has substantial involvement throughout the project period. Applicants may apply for funding for more than one project, but separate proposals should be submitted for each. If more than one project proposal is selected per applicant, the applicant shall then submit one final consolidated application.

EPA Region 9 plans to make a number of awards for the following types of projects, with accompanied funding ranges, and project periods:

<u>Project Type</u>	<u>Funding Range</u>	<u>Project Period</u>
Indoor Air Quality (IAQ) Tools for Schools	\$7000 - \$20,000	1 or 2 years
Local, Home-Based Asthma Environmental Education and Management	\$7000 - \$20,000	1 or 2 years
School-based Asthma Management Education Program	\$7000 - \$15,000	1 or 2 years
IAQ Tools for Schools at Los Angeles Unified School District	up to \$25,000 (per year)	1 or 2 years*

***Note: the funding for any two year project is dependent upon funds availability for the second year.**

If you are applying for a two year award, indicate whether a scaled-back one year award would be an option. Explain how this would affect the project plan and deliverables/results. Whether the period is one or two years, results are expected on a year-by-year basis.

Should additional funding become available for award the Agency may award additional grants based on this solicitation and subsequent rankings, without further notice or competition.

EPA reserves the right to reject all proposals/applications and make no awards under the announcement.

III - ELIGIBILITY INFORMATION

A. Eligible Applicants

Assistance under this program is generally available to States, territories, Indian Tribes, and possessions of the U.S., including the District of Columbia, international organizations, public and private universities and colleges, hospitals, laboratories, other public or private nonprofit institutions, which submit applications proposing projects with significant technical merit and relevance to EPA's Indoor Environment Program's mission. For certain competitive funding opportunities, the Agency may limit eligibility to a particular subset of eligible applicants consistent with the Agency's competition policy.

Applicants who have an existing agreement under this program are eligible to compete with proposals for new awards. However, applicants who have an existing agreement for a project which expires in calendar year 2006 are not eligible for new awards for the project currently underway.

B. Cost Sharing or Matching

There are no cost share requirements for these projects.

C. Other Eligibility Criteria

To be eligible for funding, applicants ***must address or meet*** all of the following criteria; failure to address or meet these criteria will result in the proposal being disqualified for funding consideration:

- Be an applicant who is eligible to receive funding under section 103(b)(3) of the Clean Air Act;
- The proposal must meet all format and content requirements contained in this notice;
- The proposal must comply with the directions for submittal contained in this notice;
- Submit a work plan narrative which does not exceed five (5) pages in length, and a proposed budget (budget, resumes and letters of support do not count toward the five page limit), by the established due date;
- Those organizations proposing to implement a proprietary school-based asthma management education program must provide evidence of permission to use the proprietary program.

IV - APPLICATION AND SUBMISSION INFORMATION

A. Address to Request Application Package

FY 2005 Indoor Air Program's Request for Initial Proposal instructions are available electronically on and <http://www.epa.gov/region09/funding/index.html> Hard copies are available upon request by contacting Shelly Rosenblum, (415) 947-4193; Fax (415) 947-3583, rosenblum.shelly@epa.gov.

B. Content and Form of Application Submission

The initial proposal/workplan must not exceed five (5) pages in length and must include a budget (budget, resumes and letters of support do not count toward the five page limit). Provide an original and three hard copies (electronic submittals are not allowed). Proposals must follow the following format:

1. Name of Project
2. Contact information for your organization: Name of your organization, contact person's name and title, mailing address (overnight package address if different)e-mail address, phone number and fax number.
3. Is this a continuation of a previously funded project (if so, please provide number and status of the current grant or cooperative agreement)?
4. Proposed Federal Funding
5. Proposed recipient cost share (Cost sharing is not required, although for equal projects, those with a cost share will be given preference)

6. Budget proposed to support project (separate page ok): Proposed budget should contain the following categories: personnel,* fringe benefits, travel, equipment, supplies,** contractual, other/miscellaneous costs, total direct costs (sum of personnel, fringe, travel, equipment, supplies, contractual, and other costs), indirect charges, and total (sum of total direct charges and indirect charges.) Include a direct cost rate if applicable. Provide itemized budget for each year of your project period if you are submitting a two-year proposal.

*If presence of teachers at Tools for Schools training is required (for example, if they serve as site IAQ Coordinators), this may require costs for substitutes or overtime. Such costs must be listed as a separate item under personnel costs.

** EPA funds can only be used for environmental (not medical) purposes. "Medical" includes clinical services and asthma supplies such as spacers, peak flow meters, nebulizers, etc. "Environmental" might include *appropriate* environmental mitigation supplies. Additionally, these funds may not be used for "incentives," such as t-shirts, pencils, etc.

7. An indication of which one of the program categories will be addressed:

- a. U.S. EPA's IAQ Tools for Schools Program
- b. School-based Asthma Management Education Program
- c. Local, Home-Based Asthma Environmental Education and Management
- d. IAQ Tools for Schools at Los Angeles Unified School District

8. Project Description:

As appropriate for each project, a description of the applicant organization, experience in indoor air quality work, experience in working with schools, existing indoor air quality or asthma activities, and the organization's infrastructure as it relates to its ability to achieve implementations of "IAQ Tools for Schools;" or implementation of an established, documented and evaluated [\[see FAQ\]](#) school-based program which provides direct education to children with asthma in Grades 3-5 on asthma management, including identifying and managing indoor asthma triggers; or projects involving local, home-based asthma trigger education. Note: You have 5 pages. Use most of them to focus on your proposed project.

- Strategic importance of this work.
- Geographic area to be addressed.
- Timetable with Milestones and Deliverables.
- Methods/Approach.
- Partners.
- Include quarterly and final report submission dates in the timetable.
- Experience and opportunities relevant to achieving results, either with the programs and/or with the target audiences.
- Cost per each deliverable, e.g. cost per student receiving in-school asthma

management education, cost per course.

- ☐ Leveraging of other resources (see note below).*
- ☐ If new to the programs, explain how you will be trained to achieve the above. (For Tools for Schools cooperative agreements *only*: Consider traveling to the EPA Annual IAQ Tools for Schools Symposium in Washington, DC, **January 2006** <http://www.epa.gov/iaq/schools/> note travel and registration costs in your budget.)
- ☐ For projects involving schools: include description of existing or expected “approvals” by appropriate school and/or district decision makers (Superintendent, principals, school board, etc.). If available, please include letters of support or other documentation of approval/cooperation (will not count towards page total).
- ☐ For the Local, Home-Based Environmental Education and Management Program: Describe how the project meets the description in Section I.A 2.c, and other points enumerated in ranking criteria. Describe how quarterly reports will address tracking of program outputs and evaluating outcomes. Explain how EPA funding will enhance the existing project.

Grants from funds originating from U.S. EPA have their own deliverables. The same results cannot be reported in fulfillment of both agreements.

9. Expected Accomplishments

Example Results

a. IAQ Tools for Schools Results Example: “IAQ Tools for Schools” will be implemented in X number of schools and will benefit approximately X number of children.

b. “School-based Asthma Management Education Program” Results Example: X children taught in X classes as part of X courses at X cost per course, and X cost per child.

c. Local, Home-Based Asthma Environmental Education and Management Results

Example: The project will include the number of households, estimating the percentage of education taking place in the home and the percentage taking place in other venues; the number of families educated; the number of homes visited; the number of children/adults with asthma educated; the number of homes in which indoor environmental triggers have been identified; and the number of homes in which mitigation actions have been taken.

Example: Health outcome data, such as number of school days missed, symptom days, number of emergency room visits, inpatient hospital admissions, sick visits to primary care physician for asthma, rescue medication used, quality of life indicators.

Example: Measures of effectiveness of the education and mitigation methods, level of increased awareness.

10. Environmental Results Section

Describe the outputs and outcomes of the project that correlate with USEPA Strategic

Goal 1. Clean Air and Global Climate Change utilizing Objective 1.2: Healthier Indoor Air

C. Submission Dates and Times

The deadline for submission of initial proposals is April 29, 2005. **Proposals must be date stamped by courier service or postmarked by the U.S. Postal Service by midnight, Friday, April 29, 2005.**

Mail Proposals to: U.S. Environmental Protection Agency, Region 9, Attention: Shelly Rosenblum / AIR-6, 75 Hawthorne St., San Francisco, CA 94105

D. Intergovernmental Review / Confidentiality

Applicants must comply with the Intergovernmental Review Process and/or the consultation provisions of Section 204, Demonstration Cities and Metropolitan Development Act, if applicable, which are contained in 40 CFR Part 29. Further information regarding this requirement will be provided if your application is selected for funding.

In accordance with 40 CFR 2.203, applicants may claim all or a portion of their application/proposal as confidential business information. EPA will evaluate confidentiality claims in accordance with 40 CFR Part 2. Applicants must clearly mark applications/proposals or portions of applications/proposals they claim as confidential. If no claim of confidentiality is made, EPA is not required to make the inquiry to the applicant otherwise required by 40 CFR 2.204(c)(2) prior to disclosure.

E. Funding Restrictions

EPA grant funds may only be used for the purposes set forth in the grant agreement, and must be consistent with the statutory authority for the award. Grant funds may not be used for matching funds for other Federal grants, lobbying, or intervention in Federal regulatory or adjudicatory proceedings. In addition, Federal funds may not be used to sue the Federal government or any other government entity. All costs identified in the budget must conform to applicable Federal Cost Principles contained in OMB Circular A-87; A-122; and A-21, as appropriate. Ineligible costs will be reduced from final grant award. (http://www.whitehouse.gov/omb/grants/grants_circulars.html)

Any equipment purchases must be approved by the EPA project officer. EPA funds for IAQ Tools for Schools are for program implementation. They may not be used for building renovations or repair activities, or for IAQ consultants and testing. EPA funding can not be used for medical/clinical purposes. (See: Section IV.B.6)

V - APPLICATION REVIEW INFORMATION

A. Criteria

Proposals will be compared to projects in the same category.

1. Threshold Criteria

Proposals will not be scored if any of the following conditions exist:

- ☐ applicant does not meet eligibility information listed in Section III.
- ☐ applicant proposes a project which is inconsistent with the requirements for eligible projects for this program, Section III.C (regional offices may not provide an opportunity to provide clarification - see FAQs for additional information);
- ☐ the application does not include all items in Section IV B.

2. Scoring Criteria

Criteria for IAQ Tools for Schools *

- a. The number of schools implementing “IAQ Tools for Schools” that applicant organization can commit to achieving. **Available points: 15** (Note: Very optimistic numbers will be expected to be accompanied by strong evidence associated with criteria “b” and “d” below.)
- a. Indicators that applicant has or will be able to get commitment for school or district participation, i.e. letters of commitment or support from district decision makers, such as superintendent, principals, etc. **Available points: 15**
- b. Cost Effectiveness: The cost per school implementing “IAQ Tools for Schools:” implementation in the largest number of schools for the least amount of funding relative to the competing proposals. **Available points: 15**
- c. Relevant experience and/or authority which makes success likely, or fosters an atmosphere in which strategically significant future successes will be likely without future EPA funding. **Available points: 15**
- d. Experience in working cooperatively, or having a strategy to develop cooperation, with district decision makers, existing programs, and other key players. **Available points: 10**
- e. Prior experience of the applicant in addressing indoor air quality issues in schools or in administering the “IAQ Tools for Schools” program, or other environmental risk reduction activities in schools. **Available points: 10**
- f. Ability to track and report results, including information about the degree of implementation, e.g.: number of schools implementing “IAQ Tools for Schools,” the phase of the implementation for each school, the number of children per school, relevant information about the school (location, IAQ Coordinator’s name, etc.), and the success of the program, IAQ issues, etc. **Available points: 10**

Criteria for School-Based Asthma Management Education Program *

Reminder about threshold review criterion: evidence that the program used to provide direct education to children with asthma in Grades 3-5 on asthma management, including identifying and managing indoor asthma triggers; is established, documented and evaluated, including appropriateness of class size. **[see FAQ]**

Reminder: Permission to use any qualified *proprietary program* is an **eligibility requirement** for projects addressing this component.

Ranking Criteria

- a. Prior experience or other qualifications to provide such a program. **Available points: 10**
- b. Number of courses to be conducted and students taught which applicant organization can commit to achieving. **Available points: 10**
- c. Cost per student; Cost per course. **Available points: 10**

Criteria for Local, Home-Based Asthma Environmental Education and Management:*

Criteria for Local, Home-Based Asthma Environmental Education and Management

- a. Applicant describes a clear in-home asthma education and assessment of asthma triggers evaluation component which is practical, reasonable and sound; and includes mechanisms for tracking program outputs, and evaluating program outcomes (i.e. the effectiveness of the education and mitigation methods, the level of increased awareness). **Available points: 15**
- b. Applicant is able to report health outcomes data obtained during the project. **Available points: 15**
- c. Primary focus of EPA-funded activities is on children with asthma and their parents/care-givers. **Available points: 10**
- d. Number of households visited, number of people with asthma educated about identifying indoor environmental triggers and appropriate mitigation strategies. **Available points: 15**
- e. Number of households in which mitigation measures will be taken. **Available points: 15**
- f. Percentage of education taking place inside the home, as opposed to other face-to-face setting, such as clinical visits or community forums. **Available points: 10**
- g. Applicant demonstrates the ability to implement an asthma education program which integrates indoor environmental trigger education and mitigation approaches in the home into a comprehensive asthma management education program (i.e. medical management and the socio-economics of the target population are addressed). **Available points: 15**

- h. Applicant has clearly described ways in which EPA funding will enhance the existing program. **Available points: 5**
- i. Cost of EPA Region 9-funded portion of project compared to the relative benefit. **Available points: 10**

Criteria for Los Angeles Unified School District: IAQ Tools for Schools: *

All of the criteria for IAQ Tools for Schools. Reminder: a memo of approval of the proposal by official of designated LAUSD IAQ program lead, the Office of Environmental Health and Safety is an ***eligibility requirement***.

*** Additional factors which may be considered for projects as appropriate, in which case, points will be added:**

- a. Workplan components: Developing unusual coalitions; mobilizing students or community programs; demonstrated history of successful collaboration with other asthma organizations; ability to create an atmosphere conducive to expanded implementation of IAQ Tools for Schools; strategic importance of the work; innovative approaches, such as leveraging resources in a unique way; combining of programs; publicizing the importance of programs (including cross-program promotion). **Maximum number of points: 10**
- b. Prior performance/results on similar EPA grants. **Maximum number of points: 5**

B. Review and Selection Process

All proposals will be reviewed, evaluated and ranked by a selected panel of EPA reviewers based on the above evaluation criteria. Applicants will be screened to ensure that they meet all eligibility and threshold criteria; otherwise they will be disqualified.

VI - AWARD ADMINISTRATION INFORMATION

A. Award Notices

Based on the review process, final applicants will be invited to submit a complete application for federal assistance, i.e. all standard forms as required for small grant awards (under \$100K). If more than one project proposal is selected per applicant, the applicant shall submit one final consolidated application.

B. Administrative and National Policy Requirements

All non-profit applicants are subject to 40CFR Parts 30 "Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals and other Non-Profits", OMB Circular "Cost Principles for Non-Profit Organizations" and OMB Circular A-133 "Audit Requirements for States, Local Governments, and Non-Profit Organizations".

C. Reporting

Unless specified in the award, all recipients must submit final reports for EPA approval within ninety (90) days of the end of the project period. Specific report requirements (e.g., Quarterly Progress Reports and a Financial Status Report) will be described in the award agreement. The EPA may disseminate grantees' final reports to serve as models.

D. Disputes

Assistance agreement competition-related disputes will be resolved in accordance with procedures published in FR (Federal Register) 3629, 3630 (January 26, 2005 which can be found at

<http://a257.g.akamaitech.net/7/257/2422/01jan20051800/edocket.access.gpo.gov/2005/05-1371.htm>

Copies of these procedures may also be requested by contacting Agency Contact listed below.

VII - Agency Contact(s)

Louise Hill, Grant Project Officer
hill.louise@epa.gov, (415) 947-4192; Fax (415) 947-3583

Shelly Rosenblum, Tools for Schools Coordinator
rosenblum.shelly@epa.gov, (415)-947-4193; Fax (415) 947-3583

SECTION VIII - Other Information: (Also see link: "FAQ and checklist" following Section VIII e.)

a. Formal Application Kits: Upon final selection of the initial proposal by EPA, you will be notified and given additional instructions on how to prepare your application for Federal Assistance, and a submittal deadline. Application Kits May Be Obtained From: <http://www.epa.gov/ogd/AppKit/under.htm>

c. Data Universal Numbering System (DUNS): A Data Universal Numbering System (DUNS) number is required on all federal grant application. While not needed for the submission of your proposal, it will be needed for your application. If your organization does not have this number, begin applying for it now (as the process may take up to 30 days) by calling Dun & Bradstreet at 1-866-705-5711, or access the internet: <http://www.dnb.com>. You must get this DUNS number before you can submit an application to EPA.

b. Allowable Cost: EPA grant funds may only be used for the purposes set forth in the grant agreement, and must be consistent with the statutory authority for the award. Grant funds may not be used for matching funds for other Federal grants, lobbying, or intervention in Federal regulatory or adjudicatory proceedings. In addition, Federal funds may not be used to sue the Federal government or any other government entity. All costs identified in the budget must conform to applicable Federal Cost Principles contained in OMB Circular A-87; A-122; and A-21, as appropriate. Ineligible costs will be reduced from final grant award.
(http://www.whitehouse.gov/omb/grants/grants_circulars.html) Any equipment

purchases must be approved by the EPA project officer. EPA funds for IAQ Tools for Schools are for program implementation. They may not be used for building renovations or repair activities, for IAQ consultants and testing. For asthma projects, EPA funding can not be used for medical/clinical purposes or supplies. (See: Section IV.B.6)

d. Code of Regulations: First time recipients of Federal funds should familiarize themselves with the regulations applicable to assistance agreements found in the Code of Federal Regulations. See <http://www.epa.gov/docs/epacfr40/chapt-I.info.subch-B.htm>

e. Non-Profit Definition: The term “non-profit” is defined by OMB in Circular A-22 (see <http://www.whitehouse.gov/omb/circulars/a122/a122.htm>)

Related Links

- [Frequently Asked Questions](#)
- [Checklist](#)